

# GEOGRAPHY

FOR

# Young Folks



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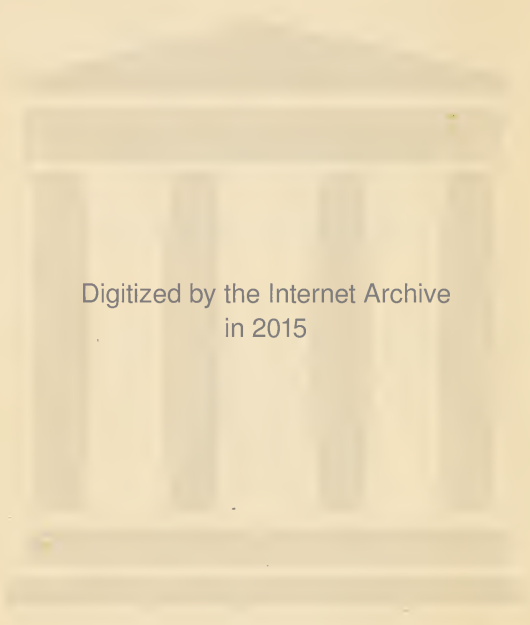
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# Geography For Young Folks

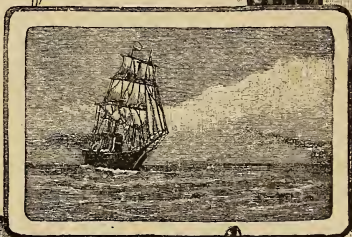
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Use of a Map, &c.

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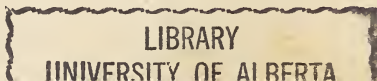
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# GEOGRAPHY

FOR

## YOUNG FOLKS.

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### THE SCHOOL-ROOM.

ONE day a little boy was taken by his mother to school for the first time.

He did not much like to think of going to school; it was a strange place to him. He began to wonder what sort of a house it was.

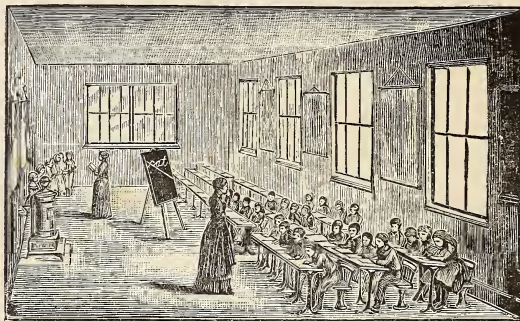
The door was open, and he peeped in. Many little boys and girls were there. The merry faces and bright eyes told him that they were as happy as he could wish to be.

But what a large room! I don't think he knew how to count the steps he would have to take if he walked from one end to the other.

It may have been a hundred or more. From one side to the other across the room was not nearly so far, about forty or fifty of his little steps. And then the roof was very high, much higher than the rooms of his home.

The teacher took him in, and he was able to look round. He saw some children sitting on seats in rows, with desks in front of them.

Slates were on the desks, and the boys and



A School-Room During Lessons.

girls were busy using them. A teacher was standing before other desks filled with children.

A large black board was in front of the class. The teacher wrote on the board with a nice piece of white chalk, and showed the children how to make letters.

Some children were standing on the open space of the floor. They held books in their hands, and were reading.



He tried to count the desks, and how many boys and girls were in the school. Then he was taken, and seated with others of his age, in one of the groups, which was to be his class.

He soon learned his way about the room. He could find his place in his class, and could tell how many windows and desks there were.

He knew on which side of the room to find the stove, and where the books and slates were to be found. He learned that the clock, the maps, and the pictures, each had its place on the wall.

I am sure you can tell these and other things about your school.

EXERCISE:—Write the names of some things to be seen in a school-room.

---

## AT SCHOOL.

The new school-boy was not long in finding out that besides the big school-room there were smaller rooms called the class-rooms.

He went with his class through a door in the large room to the class-room. There were seats and desks as in the larger rooms.

He thought that this smaller room was not quite the same shape as the large room; it was almost as broad as it was long.

When play-time came, he made friends with other boys of his own age.

I am not sure that he could tell much about



A Play-Ground During Play.

the play-ground, only about the games they played and the children he met there.

I know he would say that it was a good deal larger than his school-room. I dare say he could tell if it was at the back of the school, or the front, or on one side.

Some schools have the play-ground all round, with the building in the middle.

In front of this school, between the wall and the street, was the garden. The children were careful to keep their games away from the garden, for they were proud of the gay flowers which grew there in the summer time.

The play-ground was at the back and along one side of the school. There was a high fence round it, to keep the balls from flying into the gardens on the other side.

At first he went home with other children whose homes were near his own.

After a few days he learned at which corner to turn to the right, and where to the left, where to go straight on, and where to cross the road.

EXERCISE :—Write the names of things to be seen in the class-room or in the play-ground.

## A POND.

LET us walk to the pond in the corner of the green field.

Open the gate from the dusty road; the close grass is as soft to walk upon as a carpet.



A Pond.

Do not go too near the edge of the pond. The water is deep, and if you fall in you will get very wet.

We will sit down upon the bank. A willow tree grows near, spreading its shade over the still waters.

The long thin twigs hang down from the branches of the tree, and almost dip their tips into the pond. You may see them in the pond as in a looking-glass.

Tufts of long grass and rushes grow close down to the water. Reeds and plants with broad leaves peep above the water or float upon it. Their roots are in the mud at the bottom.

A few frogs may be seen; they swim in the water, or crawl up through the rushes to the land.

When all is still a bird will dart down upon the water, to sip a little drink, or to catch a fly which is near.

A water-rat slips from his hole in the bank, and glides with a splash under the water. He swims away as fast as he can. There are no fish in this pond but eels, and they live among the mud.

Some ducks and geese come down to the pond from the farm-house near. How well they swim

and dive! The water rolls over them and does not wet their white feathers.

They paddle along with their broad feet, and poke their bills among the reeds, or dive into the water to fish out worms from the mud.

In one place the bank is low; here the horses and cows come to drink. We can walk quite round the pond; it is like a large basin.

Where does the water come from? When the rain falls, some of it runs off the field into the pond.

In the cold, frosty time of winter, the surface water of the pond becomes thick, hard, clear ice. Then the boys go down to skate and slide.

EXERCISE:—Write the names of birds and beasts to be found about the pond.

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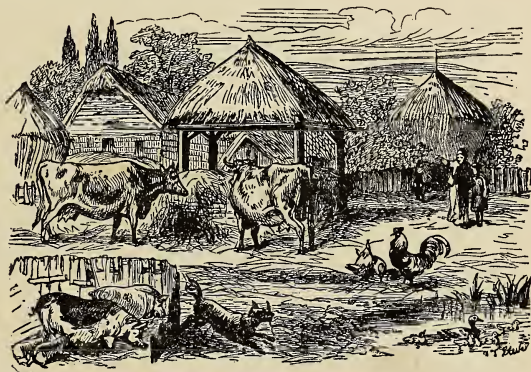
## A FARM-YARD.

Farmer Brown's house stands near the roadside. The garden in front is in good order, but I think the good man cares more for crops of corn than for gay blossoms.

A wide gate by the side of the house leads

into the farm-yard. We open the gate, and find a broad open space with sheds and stables all around.

The dwellers in the farm-yard seem to have a nice home, with plenty of food. The fowls strut about in troops, and scratch among the straw for corn and other seeds.



A Farm-Yard.

A hen leads forth her brood of chicks to teach them how to pick up their own living.

The ducks know that we are strangers, and begin to quack an alarm. The geese join them,

pushing out their long necks and bills, and hissing at us. The whole yard is filled with the din.

The watch-dog at first thinks we may be trusted, and keeps still in his kennel, with one eye upon us, in case we should wish to carry off a duck or to visit the hen-roost. But now it is quite time for his mistress to come and stop all this noise.

The yard is still again, the ducks and geese return to their pond, to feed or give swimming lessons to their little ones. Mrs. Brown is pleased to show us the farm-yard.

A long shed, open in front, is for the carts, wagons, and plows to stand when they are not in use. Close by, are the stables for the horses, with their clean straw beds, mangers for grain, and racks for hay.

The pig-stye is roomy, clean, and dry; the farmer knows that his pigs are more healthy, and fatten better, when they have a nice house to dwell in. It is wrong to keep pigs in a close, dirty stye, and then to give them a bad name because they cannot keep themselves free from dirt.



The cow-house is large and high. A little way off in a cool shady corner is the dairy, a room where the milk is kept, and where butter is made. Broad, shallow pans of milk stand on the shelf; the thick yellow cream covers the top of the milk. From the cream butter is made. Pats of fresh butter are standing in the dairy ready for the market.

The barn has a large store of grain. A hay-cutter stands on the floor; it is used to chop the straw and hay into small pieces to mix with meal for cattle-food.

Just outside the farm-yard stand great ricks of hay. The litter of the yard and sheds is laid in a great heap to be taken to the fields.

EXERCISE:—Write the names of things to be seen in a farm-yard.

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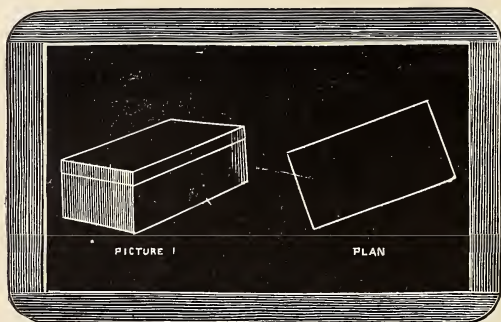
## PICTURES AND PLANS.

Pictures and plans are useful to show the shapes and sizes of places. You must learn how a plan differs from a picture.

The picture shows the form of the box as it

appears to the eye. You can see the shape, and judge how high, broad, and long the box is, by its picture.

A picture of the box in colors would look still more like the box itself; for it would show the color of the box as well as its shape and size.



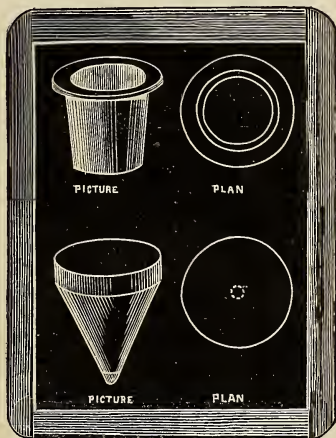
You know that the picture is not of the same shape as the box. The picture is flat upon the paper, while it makes the box appear to have height.

Now, place a box upon a sheet of paper or upon your slate, as shown, and draw lines on the slate close round the sides of the box.

You have lines which show the shape and size

of the space on which the box stood. These lines form a plan of the box.

When the shape of the space which anything covers is to be shown, then a plan is used and not a picture.



But suppose you want the plan of a top; where shall the lines be drawn? You may turn the top upside down, and draw a ring round the thickest part.

Or you may place the top upright, and look

down upon it; you will see that it covers the space of a ring as large as the largest part of the top.

In the same way you may make the plan of an ink-well shaped like that in the picture on the slate. It is formed of three rings. The outer ring and the one next to it mark the rim, the third or inner ring marks the bottom.

REMEMBER:—A picture shows things as they appear to the eye. A plan shows true shape.

---

## PLANS.

We do not often want a plan so large as the object itself is. A smaller copy will do quite as well, if it is of the right shape.

We must use some care to get the right shape, not making any one part either too large or too small.

The first picture on the next page shows a house; what do you say about it?

It is all wrong. The man could not find his way through that small door. And how dark the rooms would be with those tiny windows!

The doors and windows must be too small or else the man is made too large. The chimneys are taller than they need be.

Who ever saw such large fowls? They could not fly through the windows.



Picture to Illustrate Disproportion.

The drawing is a bad one, because the parts of it do not agree with one another as to size.

Look at the next picture of the house. You see that the windows and other parts agree as to size.

So with a plan; all the parts must agree in size, and then they will show the true shape.

If you draw the plan of a box, making the plan half as long as the box, you must also make the plan half as broad as the box. Then your

plan will be of the true shape, though it will be smaller in size than the box.

Take a box, four feet long and two feet broad. You might draw a plan of it, four inches long and two inches broad. A smaller plan would be two inches long and one inch broad.



Picture to Illustrate Proportion.

But to make a plan four inches long and one inch broad would not do. The box would appear too narrow. A plan four inches long and four inches broad would not show the true shape; it would be too broad.

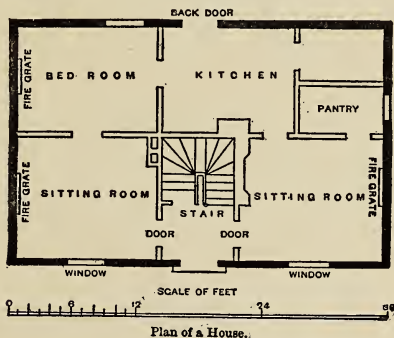
Before a plan is made, some length or scale is fixed upon, by which to measure all the parts, that they may agree in size as well as shape.

Plans like those of which we have been speaking are sometimes called ground-plans, because they show the shape of the ground which the objects cover. They do not show us how high the objects are.

REMEMBER:—Plans show true shape and size; but not height nor color.

## A PLAN OF A HOUSE.

When you pass a spot where a new house is to stand, you may see a ground plan marked with short posts, or cut in trenches.



The builder has a plan drawn upon paper, with a scale to it. He finds that the front of the

house is to be twenty feet long; it is to stand back from the road six feet.

On one side the wall is to be thirty-six feet long, and on the other side twenty-four feet long. There are to be three rooms on the ground floor.

He measures on the ground lines of the right length, and allows for the thickness of the walls. He marks the corners with sticks, and draws lines from one to the other.

That is the plan of a house. You could draw a plan of one of the rooms of your own home.

Measure the room first, finding how long and how broad it is. Then make a scale to show what length in your plan is to go for one foot in the room.

Having drawn the true shape, you might make the places of the door and fire-grate. Make them also of the right length by the scale.

Now, you would like to show the places of the things that stand upon the floor, and also the spaces they cover.

A round table, three feet across, stands in the middle of the room. Make a ring, of three feet by the scale, in the middle of the plan.



The book-case is three feet along the front, and stands a foot and a half from the wall, on the side facing the fire-grate. A sofa, five feet long and two feet wide, stands under the window.

These, as well as the closets and chairs, would be marked in the plan of the room.

EXERCISE :—Make a copy of a plan of a home.

---

## A PLAN OF A SCHOOL-ROOM.

How would you make a plan of a school-room? And what may you learn by looking at a plan?

Most likely your school is oblong; it has desks in it, a desk or table for the teacher, and a stove or radiator for warming the room.

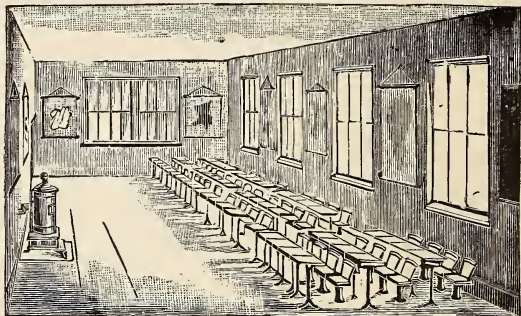
A plan of the room should mark the shape of the room or floor, and also the shapes and right places of the desks, seats and other things upon it.

This picture of a school shows the walls, floor, windows, and desks, as they would appear if we stood at the door and looked in.

It shows us the places of the things in the

room, but it does not give us a good idea of their size, and the space which they fill.

The desks at the further end of the room are made smaller in the picture than those near us, because they look smaller, while we know them to be of the same size.



Picture of a School-Room.

Also, the picture of the further end of the school-room is narrow, though we know that one end is as wide as the other.

The plan is not only of the same shape as the school; but it shows the size of the room, how much space is taken up by the desks, the seats, and the stove, and the distance of one object from another.

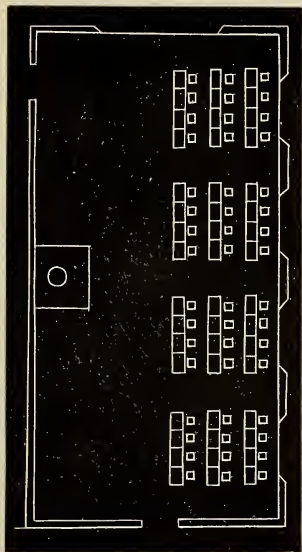
The places of the doors and windows may also be seen from it.

Measure the plan, and you will find that it is twice as long as it is broad. You could not tell this from the picture.

The line or scale below the plan is to help you to measure distances upon it. The scale marks 12 feet, and the plan is 4 times as long as the scale, and 2 times as broad. The room is therefore  $4 \times 12$ , or 48 feet long; it is  $2 \times 12$ , or 24 feet broad.

The doors are not quite 4 feet wide; they are about 3 feet wide.

The plan also shows better than the picture in which direction to go from one part of the room to another—from the class-room door to the table,



SCALE OF 0 4 8 12 FEET.

Plan of School-Room,

from the table to the stove, or from the stove to the desks.

WRITE :—From the plan of a school-room we may learn (1) the shape of the space it covers ; (2) its length and breadth ; (3) the positions of objects in it ; (4) the shape and size of the space covered by these objects ; (5) the direction from one object or part of the room to another.

---

## A GARDEN.

We have a nice garden ; would you wish to see it ? I wonder if you can tell from a plan what our garden is like ?

A fence goes quite round the garden plot and shuts it in on every side.

The gate is in the fence which borders on the road, mid-way from the ends. It opens to a broad path which leads to the middle of the garden.

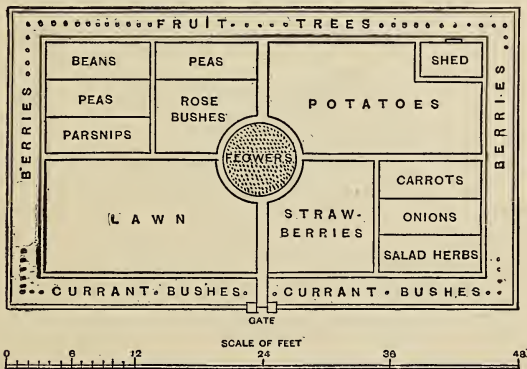
The front plot of ground is laid out for flowers, with a grass plot on which we can play, or sit in the warm weather.

The lawn or grass plot is on the left hand

side of the path as we enter. There is a path round it.

On the right-hand side is a ring-shaped path, with a bed of flowers in the middle; the plants are blooming all the summer.

We are fond of the sweet-smelling roses; a large plot is planted with them. Their blossoms



Plan of a Garden.

of white or red or yellow are gay all the summer long.

Near the fence are fruit-trees planted all round — apple, pear, plum, and cherry-trees. There are

also currant and gooseberry bushes. We can pick plenty of fruit in summer and autumn.

A little shed stands in the further corner of the right-hand side; this is where the tools and flower-pots are kept.

The rest of the plot is marked off in beds, by paths. In these we grow all sorts of plants for use as food. The beds are not always in the same places; we change most of them every year.

Some of the plots are large and others are small. You may know what they contain by reading the names on the plan.

The plan tells you that our garden is neat in shape; the beds are in order and the paths are not crooked.

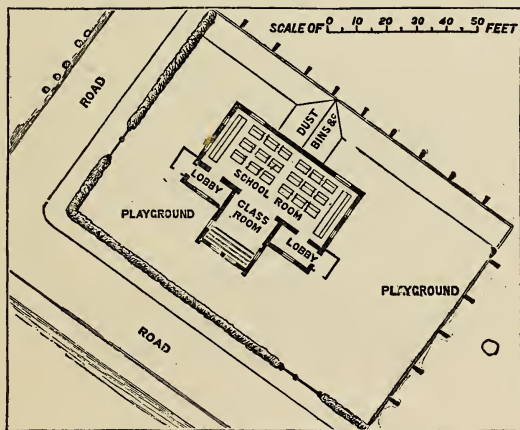
But it does not tell you how pleasant it looks in the early summer, when the beds are green—not with weeds, but with young plants growing fast—and the fruit trees are a mass of bright pink and white flowers.

EXERCISE:—Copy the plan of the garden.

## PLAN OF A SCHOOL AND PLAY-GROUND.

Here is a plan of a school and play-ground; what can you learn from it?

The school stands almost in the middle of an



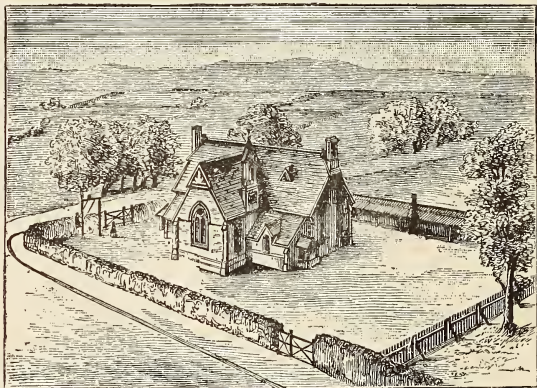
Plan of School and Play Ground.

oblong piece of ground at a corner where two roads meet. The fences are marked by lines.

The school-room is as long as the building is,

but it is not so broad. There are doors on each side.

Each door opens into a little room or entry; in these little rooms the hats and caps are kept. Beyond the entry a class-room juts out towards the road.



Picture of School and Play-Ground.

Doors open from each entry to the large school-room, and from the large school-room to the class-room. Coal and dust bins are at the back of the building.

The space covered by the school and play-



ground is large, and the plan is small. We cannot mark *nicely* the places of many things in the rooms. Lines serve to mark the desks and the rows of seats in the class-room.

With the help of the scale you can measure sizes and distances. The play-ground is 120 feet long and 82 feet broad. The large school-room is 50 feet long and 22 feet broad. The class-room is 20 feet long and 18 feet broad.

You will now like to see a picture of the same school and play-ground.

The picture shows the outside of the building and the land round about as they would seem to be if you were standing in the road near the gate of the play-ground, and looking at the school.

The picture gives the best view of the school and play-ground; the plan gives the best idea of the true size and place of each part of the space shown.

EXERCISE :—Make a plan of your school, marking the lines of walls and the places of the doors.

## DIRECTION—EAST.

When you are writing a letter to a friend, and you want to tell him about your own home, on which side of it the school is, which way leads to the hills, or the railroad; what will you say?

It will be useless to tell a stranger that the school is near the church, or that the station is in High Street.

You must learn to point out the way, and to tell where places are, by names which men know wherever they may be—the names of direction.

If you walk out early in the morning just as it begins to be light, you may watch the sun rise. Look at that part of the sky where its rays are first seen. That direction is the east.

In the picture of morning, you see the house and fields bright with the beams of the rising sun. The men are going forth to their work.

The sun's rays fall full upon the front of the house; the house faces the east. The door is on the side of the house nearest the sun—the east side.

As the men walked out, they were looking towards the rising sun and were going east.

We cannot see the sun in the picture; it is far away to the right hand, eastward. The hay-ricks and the trees are bright and sunny upon their east side; they are shady upon the left-hand side.



Morning.

The men's shadows are long, for the sun is low down in the sky, so low that it seems just to peep above the earth.

While the sun is on your right hand, the shadows fall to the left hand.

REMEMBER:—The direction towards the place where the sun is first seen in the morning is called the East. That side of an object which is nearest the sun-rising is the east side.

---

### DIRECTION—SOUTH.

The sun's course through the sky is something of the shape of a rainbow. At noon, or twelve o'clock, the sun has gone through half its daily journey, and is in the highest part of the arch which it traces in the heavens.

Then it shines out in all its brightness, and we feel its heat far more than in the morning or evening. The noon-day sun dazzles the eyes with the brightness of its rays.

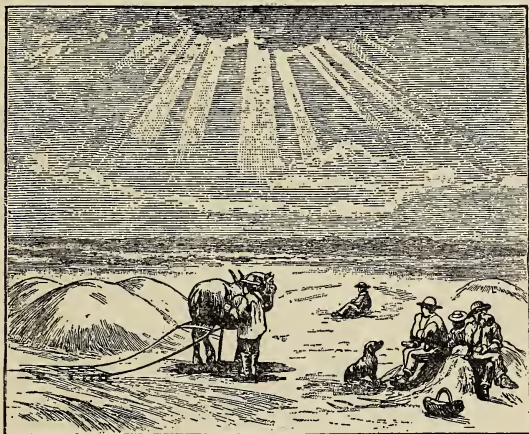
The men in the fields are glad to rest from their toil and to take their mid-day meal.

The direction towards the sun at noon is the south.

The shadows are short at noon; we might even tell when it is twelve o'clock by watching to see when the shadows are the shortest.

The mid-day shadows are almost under our feet; they point in the direction away from the south.

When we stand with our backs to the sun, in the south, the east is on our right hand.



Midday.

In the picture of noon, or mid-day, the sun is high in the sky, almost but not quite over head. Its beams slope from the lower or south part of the picture.

Both horse and driver are turning their heads away from the direction of the sun; they are hot and tired, and the strong glare is painful to their eyes.

The horse will be fed, and they will all take a rest from their toil. The men have begun to eat their dinner.

The shadows of the man and his horse are very short; they appear to be close under foot, and show that the sun is almost over head.

REMEMBER:—The sun is in the south part of the sky at noon. Shadows are then shortest.

---

### DIRECTION—WEST.

From sun rise to noon, the shadows become shorter as the sun mounts higher and higher in the sky.

From noon to evening, the shadows again become longer, till the sun sinks down and seems lost behind the earth.

The direction in which the sun goes down or sets is the West.

You must often have watched the sun in the evening slowly sinking in the heavens.

Where the western part of the sky is over the sea, there the sun seems to fall into the waters, and is lost: just then darkness sets in.



Evening.

Often the sun goes down behind a bank of clouds, and the red rays stream forth over the land from the glowing sun setting.

The picture of Evening gives a view of the

same place as the picture of Morning. The sun is now shining upon the back or west side of the house.

Its rays fall on the west sides of the trees and the hay-ricks; the east sides are in the shade. All the shadows fall towards the east.

The men have ended their work. As they turn to go to the house, they walk towards the setting sun—West.

The woman standing at the door to welcome them home, is looking in the direction where the sun rose in the morning—East.

As you look at the pictures, the sun is to your right in the morning; it is to your left in the evening. The East is opposite to the West.

REMEMBER :—The sun rises in the East, and sets in the West. It is South at Noon, or Mid-day.

The fire in the west burns low ;  
A fading gleam of light  
Only remains, of the crimson glow  
That made half heaven so bright :  
And the weary day, in her shroud of gray,  
Sighs out her life on the breast of night.



## DIRECTION—NORTH.

There is one direction in which we never see the sun. That direction is the North. When the sun is in the South, the shadows fall towards the North.

In the pictures of Morning and Evening, the fence between the fields is in a line north and south. The chimney is at the north end of the house; so are the sheds and hay-ricks.

There may be on your school floor a line, to teach you direction, north and south.

Stand on the line, looking north; the east or sun-rising is on your right hand; the west or sun-setting is on your left hand; the south lies behind you.

When you are in school, the windows, through which the sun shines at twelve o'clock, are on the south side of the room; in the evening the sun shines upon the west windows.

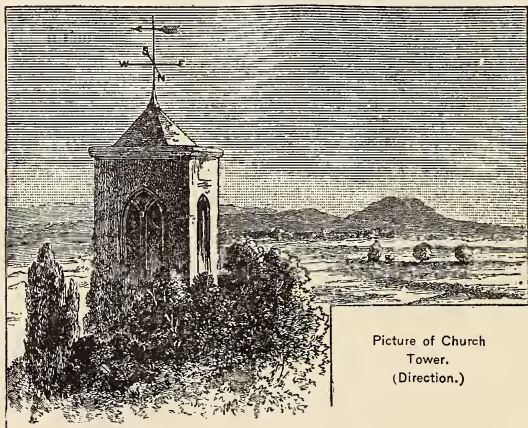
In winter you often hear that the cold wind is blowing from the north. A school song says:

The north wind doth blow  
And we shall have snow.

I think the east wind, which blows in spring,  
is as bad.

The wind from the east  
Is neither good  
For man nor beast.

The south wind is warm, but often rainy. The  
west wind is often a rainy wind, too.



Picture of Church  
Tower.  
(Direction.)

Look at the picture of the church tower. What  
does it teach about Direction?

On the top of the tower is a fixed cross ; the

letters on the four ends of the cross point to the four chief directions—North, South, East, West. An arrow, which turns with the wind, points to the west, and shows that the wind is blowing from that direction.

The sun is away to the east, for it shines upon the east side of the tower. The shadows of the trees and the hills fall towards the west.

The south side of the tower is towards you; you cannot see the north side. The direction from the trees towards the hills is north.

In all these pictures the east is on your right hand, and the west is on your left hand; the lower parts of the pictures are south, and the upper parts are north.

REMEMBER:—The shadows are long in the morning and evening, and short at noon. They point to the west in the morning, to the east in the evening, and to the north at noon.

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## DIRECTION—THE NORTH STAR.

Here is another picture showing sunlight and shadows. The shadows are pointing partly east and partly north. They are in the direction of the top, right-hand corner. That is the North-east.

The sun must be in the direction of the bottom left-hand corner. That is, between the south and the west—it is South-west.

The direction towards the bottom right-hand corner is the South-east; and towards the top left hand is the North-west.

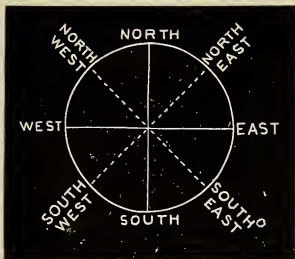


Picture to Show Direction, by Light and Cast Shadows.

Make a cross upon the ground so that one line points towards the rising and the setting sun, and the other line points towards the north and south.

Now draw two other lines mid-way between

these. You have made the four chief points, and four other points of direction.



Diagram—the Cardinal Points.

When a ship is at sea, and the sailors are out of sight of land, how can they tell direction?

In the daytime, the sun may be shining, when the waves, the clouds, and the vessel itself show lights

and shadows.

In the picture, the waves, the clouds, and the sails of the boat are lighted by the sun shining in the east. The boat is going west.

At night there is a group of seven bright stars which shine in the north part of the sky. Some people think that they look like a wagon with three horses, or like a bear with a long tail. This group of stars is generally called the Great Bear.

The two stars which form the forehead of the bear are the pointers.

These two stars always point, from the lower one to the upper one, to where another bright star shines, called the Pole Star or the North Star.

The Seven Stars or Great Bear can easily be seen, and the North Star is always near the Great Bear.

Sailors are often guided at night by the Pole



Sunrise at Sea.

Star. It tells them which is the north part of the sky, and then they know the other points at once.

The stars are tiny daisies high,  
Opening and shutting in the sky ;  
While daisies are the stars below,  
Twinkling and sparkling as they grow.

The star-buds blossom in the night,  
And love the moon's calm, tender light ;  
But daisies bloom out in the day,  
And watch the strong sun on his way.



The Great Bear and Pole Star.

REMEMBER :—The points of direction mid-way between north, south, east and west, are north-east, north-west, south-east, south-west.

The Great Bear and the North Star are in the north part of the sky.

## THE COMPASS.

You have learned two ways of finding the four points of the sky—north, south, east, and west.

In the daytime you may know the four points by the place of the sun at his rising or setting, or at noon.

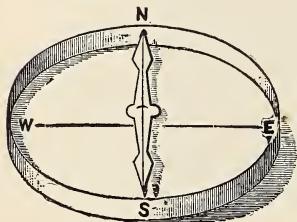
You may know them on a clear night by the Pole Star, which always shines in the north.

But in cloudy weather, by night or by day,

these ways would not do.

When both sun and stars are hid there is yet another help to point out direction.

The best way to tell direction at all times, both in the daytime and at night, is by means of the



The Compass.

compass.

The compass is shaped like a round brass box, with a glass lid. Under the lid there is a face or card something like a clock-face.

On the card are marked all the names of di-



rection which you have learned, and many others. These names are called Points of the Compass.

The compass has one hand, or needle, as it is called. The needle is made of steel, and is a magnet; it has the power of always pointing to the north.

Every ship has at least one compass, by which the sailors see in which direction they are going, and which way they must steer the vessel.

Till sailors had the compass to point out direction for them, they were afraid to go far from land, lest they should not know which way to steer their vessels.

REMEMBER : — The compass-needle points to the North.

### THE CARDINAL POINTS.

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BY LIZZIE H. HADLEY.

---

I'm only a little lassie  
Just learning to read, you see,  
And something else that *I* think  
Is funny as it can be.

And I'm sure you'll think as I do,  
For I don't believe you've heard  
Of this funny thing I'm learning ;  
So I'll tell you every word.

O, I love in the early morning  
To hear the twitter and trill  
Of birds, as the sun comes peeping  
O'er the top of the far-off hill.

Big and round and golden  
He lifts his shining face ;  
If I point to where I see him,  
Why *east* I must call the place.

And all through the summer morning  
He is climbing the sky's blue hill,  
And the air grows hot and drowsy,  
And the singing birds grow still ;

Till he reaches the highest summit,  
Then slowly he goes to rest,  
And the place where last I see him  
I must always call the *west*.

Now here is my little right hand,  
And it points to the *east*, you see ;  
If I stretch out my tiny left hand,  
Then this side *west* must be.

And the *north* will be before me,  
While the *south* behind me lies ;  
Don't you think it queer  
That a little girl can be so very wise ?

Well, one thing more I'll tell you,  
And then you have heard it all,  
'Tis this : east, west, and south and north,  
The cardinal points we call.

---

## GRAIN.

There are many sorts of grain which the farmer grows in his fields. Wheat, oats, barley, rye, are grain.

They all grow on long, thin stalks, which are hollow in the middle. At the top of the stalks are the ears, and within the ears are the grains.

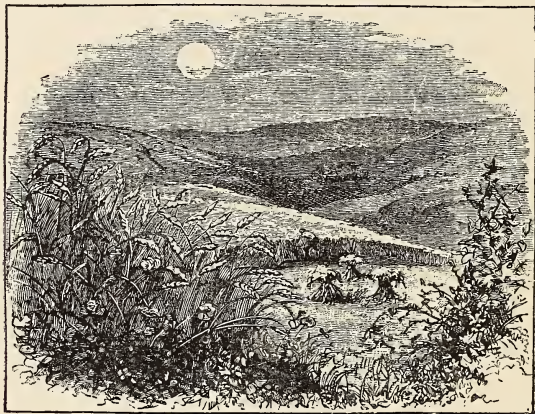
The grains are planted in the ground, and the plants spring up green like grass. The hot sun ripens them, and the stalks and ears turn yellow or brown.

Then is the time of harvest, when men go into the fields to cut the grain and carry it to the barn.

The ears are thrashed to get the grains out of the chaff or husks. The chaff and the stalks, or straw, are sometimes given to horses and cows for food.

The best kind of grain is called wheat. The grains have a brown skin; but inside, all is white flour. The miller grinds the wheat, sifting the bran or brown skin from the fine white powder—flour.

The flour of wheat is used for making bread, cakes, and puddings. The bran is food for horses.



Picture of a Cornfield.

The oat plant has a large open bunch of husks at the top of the stalk. Horses are fond of oats.

The straw of oats is used for making hats and

bonnets. It is cut into thin strips, which girls and women plait very neatly.

When the grains of oats are taken out of the husks they are ground into oatmeal.

Ears of barley are more like wheat than oats. Rye has ears like wheat, only smaller.

Rice is a kind of grain which will not grow in the Northern States. It will not ripen unless the sun is very bright and hot in summer. Rice is good for puddings; rice-flour makes nice cakes.

EXERCISE:—Write the names of some kinds of grain and their uses.

## PLAN OF A VILLAGE.

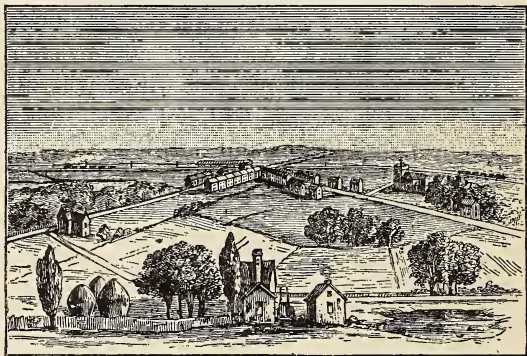
After you have learned how to draw a plan of your own school, I should like to show you how to make a plan of the land round about the school, or of the place where you live.

As I cannot do this, I will show you a picture of a small piece of land, and a plan of the same place.

What have we here? In the front of the pic-

ture we see farm buildings and a pond or pool of water. A cross-road runs along by the front of the farm, and joins the main road on the left.

The school stands at the corner where the roads meet. The main road leads past woods and



Picture of a Village.

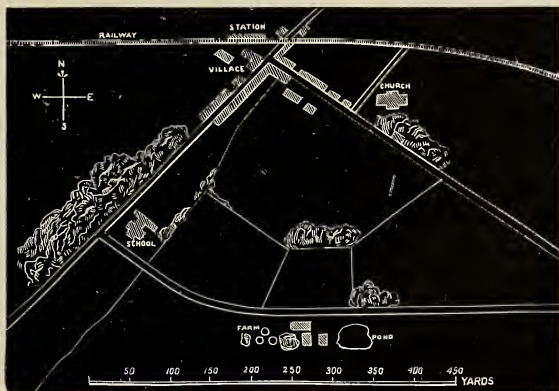
fields to a cluster of houses away in the distance, where it meets another road.

The houses have a church near them. They form a village. A railroad runs along the back of the picture; the station is close to the village.

Now look at the plan. It does not quite agree with the picture, for the picture shows the land as

it appears from a distance in front upon the ground.

The plan marks the places according to the space they fill, and shows their shapes as they would appear when looked at from a balloon passing over them.



Plan of a Village.

The cross marked N. E. S. W., shows direction. The farm is in the south of the plan, the village is in the north, and the school is in the west.

The railroad runs east and west, and so does the cross-road for the greater part of the way.

The children who go from the village to the school walk in a south-west direction; to return home, they walk north-east. The direction from the church to the station is north-west.

The distance from the school to the station—you can measure it by the scale—is 300 yards. From the church to the station, or stopping place of the trains, is only about half that distance. From the farm to the school is 200 yards.

The school is of the same size as that shown on page 27, though this plan is very small. We have made a small plan of a large space.

Plans of this kind are sometimes called maps.

REMEMBER:—A map is a plan of a large space.

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## A VILLAGE.

Our village stands on the sides of two hills which face one another, and partly fills the little valley between them.

A road crosses the hills and the low ground. A stream runs across the road, beneath a bridge.

Houses stand in rows along the road; each has



a small garden in front, where flowers grow, and a long strip of ground behind, for fruit and food plants.

Some houses stand alone in the midst of their garden plots. There are a few stores; one of them is a post-office.

The blacksmith has his forge by the road-side. The farmers send their horses to him to be shod.

He mends their carts, ploughs, and does all sorts of iron work.

The hotel stands near the stream; a tall elm tree is in front of it. Here the horses stop to rest and to drink of the stream.

Not far off is the church, almost hidden behind a clump of trees.

The church clock tells the time to the whole village, and the bell strikes the hours, day by day, week by week. On Sundays, the chimes send forth their merry peal.

Near the church is the school. I am not sure which I like best; to see the little ones at their work or at their play.

At work, their faces show how much they like to feel that they are learning something new, which will be useful to them by and by.

At play, the joyful shout and the merry laugh tell that their fun is as real to them as their work.

The brook or stream is a place which the boys like in summer-time. They can float tiny ships upon its fast-flowing surface, or paddle on its sandy floor among its cool waters.

They try their skill at fishing; the tiny fish which dart about in the sunshine, are not to be caught without care.

Lower down, among the meadows, where the deep pools are overhung by trees, are fine spotted trout, watching for a fly to settle upon the water.

### THE STREAM.

---

I'm hastening from the distant hills  
With swift and noisy flowing ;  
Nursed by a thousand tiny rills,  
I'm ever onward going.  
The willows cannot stay my course,  
With all their pliant wooing ;  
I sing and sing till I am hoarse,  
My prattling way pursuing.  
I kiss the pebbles as I pass,  
And hear them say they love me,  
I make obeisance to the grass  
That kindly bends above me.

So onward through the meads and dells  
I hasten, never knowing  
The secret motive that impels,  
Or whither I am going. —*Eugene Field.*

Some of the people who live in the village are bee-keepers; rows of hives stand beneath the shade



Bee-hives.

of trees in the gardens. The careful bees go forth among the flowers and clover in the field. They

rob the blossoms of their sweetness to make honey and wax for our use.

At the end of summer the toiling insects lose their store of honey and wax, which finds its way into the town for sale. The bees are fed on sugar and water in the winter.

On the hill to the north of the church is a broad sweep of woodland. It still bears the name of Cat's Wood, though the wild cats were all killed years and years ago.

The tall trees of the wood are mostly of a hardy kind,—the oak, the walnut, the maple. This is the place for nuts in the fall of the year, when the leaves are turning red and brown upon the branches.

The trees are sawn into planks, and used for building, making fences, and many other things.

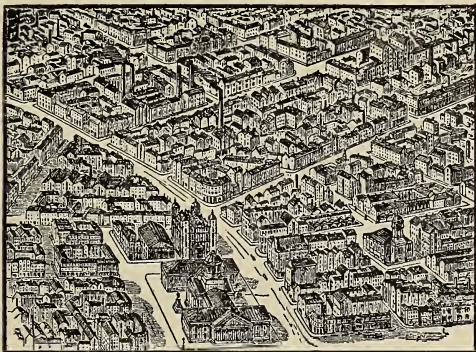
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## PLAN OF STREETS AND HOUSES.

If you live in a city or a large town, a picture of the streets and houses may be something like what is shown on the next page.

From a house-top or a church belfrey, you have a good view of the buildings and streets near you.

But away in the distance, the streets are closer and the houses smaller, till at last the streets are quite lost to sight, and the eye rests upon nothing but a mass of house-tops and chimneys.



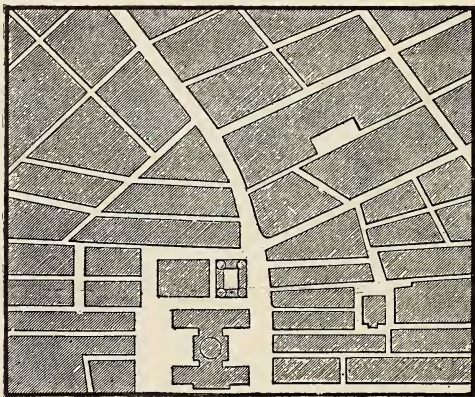
Picture of Part of a City.

In making a plan of this place we have no space to mark the shape and size of each house. The plan shows the shape of each block of houses; it marks their places and also the lines of streets.

As in former lessons, the east is on your right

hand, the west is on the left, the top is the north, and the bottom the south.

With the help of the scale you can measure the lengths of the streets, and of the blocks of



SCALE OF 50 100 200 300 400 500 600 700 FEET.

Plan of Part of a City.

buildings. You can also find out how far it is from one place shown in the plan to another.

You see that a plan may be drawn more quickly and easily than a picture. And yet, for many purposes, a plan is more useful than a picture.

With a small plan a stranger can easily find his way from street to street.

Do not forget that the plan shows true direction. The main road appears in the picture to bend further to the north-west than is really the case. The houses also in the north appear small because they are distant.

EXERCISE: — Make a plan of your school-room or the ground floor of your house.

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## A LARGE CITY.

After seeing the country, we started for the city of Boston—to visit its many interesting places, and see its historic monuments. This is not all Boston had to show us, however. The city itself is very large. The stores and ware-houses are of great size; the main streets are wide and long, and the houses which line them are large and high.

The houses seem crowded together; the number of people who dwell in them must be very great.

Some of the buildings, which we saw as we entered the city, are of vast size.

Along the wharves, where the loads of goods



are taken from the ships, the ware-houses stand in tall rows.

But the sight of the ships and the harbor is even grander than the rows of tall houses and stores, and huge ware-houses.



TREES.

I have paid many visits and taken many walks. The things which please me most are the trees.

Every day, when I am in Boston, I go and sit for an hour in the Public Garden near my house.

The pond, or tiny lake, shines softly beneath the mist which floats in the air above. The thick



branches, covered with leaves, bend over the still waters.

The rounded trees, like great green domes, are to me a pleasant sight, prettier than the fine buildings of the streets.

Last evening, at eight o'clock, the weather was fine, but the air was misty, and the last rays of the sun set among light clouds.

A few streaks of red were to be seen in the heavens, but over the Charles River, and in the rest of the sky the color was a pale slate tint.

I missed the bright light and the blue sky of the warmer land where I used to dwell.

All is green,—of a soft green; the plants are fresh and bright. The gray sky is above us; white mists are floating about, with here and there a darkened cloud.

How still is the garden! The large spreading elms are noble trees, which seem to tell of their own greatness and strength.

At their feet is thick grass; the green blades sparkle with rain-drops left by the last shower.

Wherever I went I saw neat, trim beds of flowers, and gay blossoms. The smallest plot was bright with clumps of bloom.

It is pleasant to see this love for flowers.

EXERCISE :— Write down the names of as many trees as you can.

Some children roam the fields and hills,  
And others work in noisy mills ;  
Some dress in silks, and dance and play,  
While others drudge their lives away ;  
Some glow with health, and bound with song,  
And some must suffer all day long.  
Which is your lot, my girl and boy ?  
Is it a life of ease and joy ?  
Ah ! if it is, its glowing sun  
The poorer life should shine upon.  
Make glad one little heart to-day,  
And help one burdened child to play.      —*St. Nicholas.*

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## THE LIFE-BOAT. A SEA-SIDE PICTURE.—I.

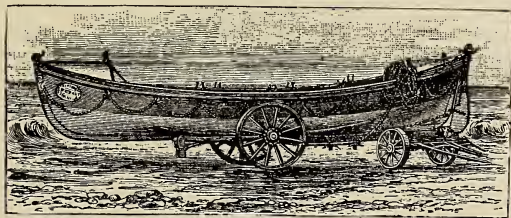
“The life-boat is going out at ten o’clock.”

So away we hastened down the harbor. The flag was flying on the top of the large shed where the life-boat was kept, and a crowd had come around the great doors of the boat-house when we reached the landing-place.

Presently the doors were opened, and we got a peep of the bright boat, as white as the foam it

was to ride over, with gay blue and red sides. Forthwith a great hubbub arose among some dozens of little boys, who set up a lively shout.

Then the crew slowly came up; twelve strong fellows in dark blue clothes, each with a cork



A Life-boat Ready to be Launched,

jacket tied round him, so that sinking in any sea was not to be dreamed of.

In a short time the life-boat, mounted on high wheels, was pulled and pushed slowly out of the shed, and the small boys cheered louder still.

There she was, ready to save in any sea, with loops of rope all round her sides, so that any poor drowning man could catch and hold on, if once within reach.

And there were the brave, bronze-faced crew, ready to go out in the wildest storm and stretch

out their strong hands to save the poor men who must drown without such help.

But here she was, with her blue and white oars, quite useless, for she was a hundred yards from the water.

How was she to be dragged to the edge, where she could be launched out, and rowed away to her work?

Those little fellows knew all about it, and were eager for their share of the work! All at once one of the men threw a long, thick rope from the boat into the road, and in an instant at least thirty little boys had taken hold of it.

They ran it out to its full length with another cheer, and then waited till all was ready to pull. Some of the rest looked sad because there was not room for them to get hold of the rope, but none of them went away.

In a very little time another rope was flung from the other side of the boat, hardly touching the ground before it was taken up by those children who had missed the chance of the first rope.

EXERCISE:—Write down the points of direction, and tell how you can find them.

## THE LIFE-BOAT.—II.

Then the men gave a great push all together, while the little lads watched the movement, and pulled at the two ropes with all their might.

The great life-boat, which would carry thirty ship-wrecked men besides its own crew, began to move quite easily and quickly towards the beach down to the edge of the water.

It was grand to see those sixty little fellows enjoying the work which nobody set them or asked them to do, cheering and tugging away.

There was one chip of a boy, not above five years old, slanting his body and straining his wee arms at the rope, as if the launch of the life-boat depended on him.

There were two or three shoeless mites, planting their bare toes against the stones, and pulling as hard as the best shod school-boy among them.

In a very little while they had dragged the good boat to the beach. Then they ran along the pier, and had the delight of seeing her rowed by the men out among the wild white waves.

There, not so very far from the mouth of the

harbor, many and many a vessel has been wrecked within sight of safety, but out of reach of any help till the life-boat came.

Very likely some of those little lads will grow up and go out in the life-boat themselves. Or they will be fishermen, and sail away in boats to catch fish.

Some of them will be sailors in large ships which go away for months across the sea. Let us hope that they will never want the life-boat.

But if some day they should be in a ship upon the stormy sea, where they are in danger, they will think of the life-boat which they used to tug for fun when they were boys.

Do you not think that these boys will be glad when this life-boat comes back to the landing-place with the poor fellows whom it has saved from drowning?

They will feel happy that they had a hand in dragging the boat down to the beach and starting it off to sea.

EXERCISE :—Make a plan of your school-room, marking the places of the desks.

## THE WAVES ON THE SEA-SHORE.

Roll on, roll on, you restless waves,  
That toss about and roar :  
Why do you all run back again,  
When you have reached the shore ?

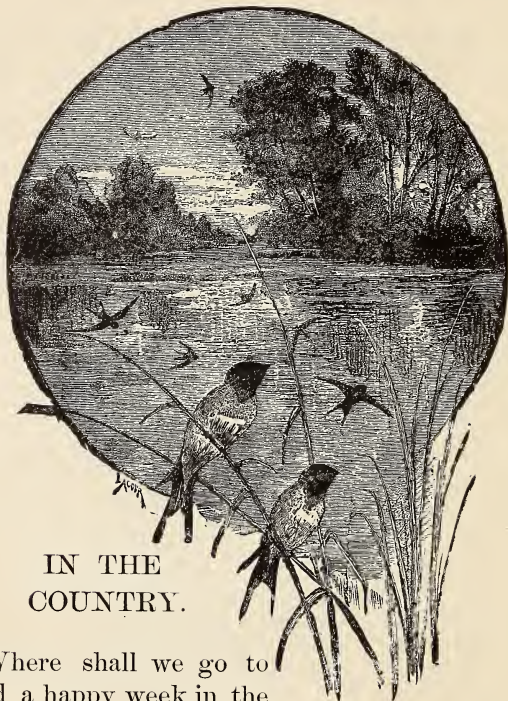
Roll on, roll on, you noisy waves,  
Roll higher up the strand ;  
How is it that you cannot pass  
That line of yellow sand ?

“ We must not dare,” the waves reply ;  
“ That line of yellow sand  
Is laid along the shore, to bound  
The waters and the land ;

“ We are not restless, as you say,  
Though noisy we may be,  
At stated times we come and go,  
And roll quite orderly ;

“ And all should keep to time and place,  
And all should keep to rule,—  
Both waves upon the sandy shore,  
And little boys at school.”

—*Aunt Effie's Rhymes.*



## IN THE COUNTRY.

Where shall we go to  
spend a happy week in the  
hot days of summer?

For months we have lived in the dust, and  
din, and bustle of the city.



We are longing for the fresh air, with the calm and quiet of the country village, where we spent the happy days of our boyhood.

At last the train has brought us to the country. What can be more pleasant than this pretty valley which winds between lofty hills?

We wander forth in early morning to breathe the air laden with the sweet smell of many flowers.

The white mists rise from level meadows until the rays of the rising sun touch them and drive them away.

The waters of the stream make sweet music as they rush and roll and tumble along their bed of sand and pebbles.

In the deep wood-lands, the leaves form a screen of bright green and pale gold, through which the rays of the sun are scarce able to peep.

On the open high land above the valley we feel the bracing breezes blowing in our face. The sparkling dew-drops have not yet been driven away by the morning sun; they are hanging like pearls upon the blades of grass.

Our cottage is in a quiet nook. It is a long, low building, looking clean and neat in its coat of white.

A little bit of close clipped grass slopes down to the road, and the narrow gate is overhung with sweet honeysuckle.

Doves coo on the thatch of the roof. Swallows flit in and out under the shadows of the eaves, or twitter on the tops of the chimneys.

There is music of rest and slumber in the hum of the bees as they buzz about the roses.

EXERCISE:—Write down the names of some of the things to be seen in the country.

#### WHERE TO WALK.

Where the pools are bright and deep,  
Where the grey trout lies asleep,  
Up the river and over the lea —  
That's the way for Billy and me.

Where the mowers mow the cleanest,  
Where the hay lies thickest, greenest,  
There to trace the homeward bee —  
That's the way for Billy and me.

Where the hazel bank is steepest,  
Where the shadow falls the deepest,  
Where the clustering nuts fall free —  
That's the way for Billy and me.

There let us walk, there let us play,  
Through the meadow among the hay,  
Up the water and over the lea —  
That's the way for Billy and me.

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## AN OUTLINE MAP.

The island where we spend our summer is a very pleasant part of our land.

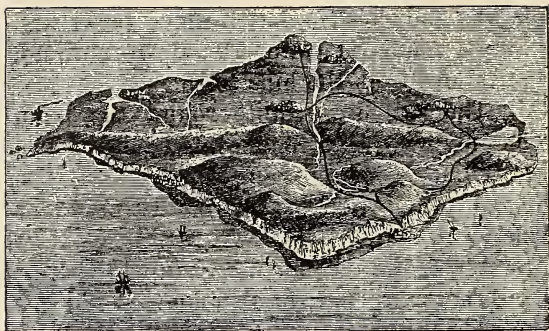
It has many villages and a few towns upon it. A railroad passes through most of the towns.

The surface rises into hills in some places, and lies in low valleys in others. Many streams of water run down through the valleys from the hills to the sea.

The sea flows quite round the land. The only way to go to or come from the island is by crossing the water. The edge of the water is the border on every side.

A man in a balloon, high up in the air near the south part of the land, would see the isle, with its watery border, like the picture on next page.

If, while his balloon was sailing over the isle, he drew a small copy or map of the shape of the land, it would appear like the coast-line map.



View of the Island.



Coast-Line Map.

A line marks the border or coast. The sea-coast is nearly always very crooked, and the coast-line of a map is wavy, with many ins and outs.

From this little map you can see in what directions a boat would go in sailing round the isle. You can tell where the land runs out sea-wards, and where the sea flows in between the land.

On the west side, the land bends outwards into the sea, forming a narrow strip, with water on all sides but the east.

At the part of the isle furthest north, the sea runs a little way into the land, for the coast-line bends inwards there.

Measured by the scale, the island is nearly 23 miles long from east to west. It is about 13 1-2 miles broad from north to south.

EXERCISE:—Copy the coast-line map of this island.

---

## A MAP.—HILLS AND RIVERS.

A map of the coast is useful to sailors, but those who wish to walk inland, want to know what kind of surface they may expect.

High lands or hills are plainly to be seen in

the picture, and they must be marked in the map. A line might stand for a row of hills, but you might mistake the line for a railroad or a highway.

The next map shows how hills are marked. The short lines placed close together will remind you of the sloping sides of the hills.



Map of the Island, showing Coast line, Hills, and Streams.

Where the hills are high, the lines are drawn very close to each other, making that part of the map look dark. Where the hills are low the lines are further apart, and they do not look so dark.

Sometimes the hills are in long lines or ridges;

you may walk for many miles along the tops of lines of hills.

When hills stand alone, they form great mounds, with sloping sides.

In our map, the hills cross the land from west to east, except just in the middle, where there is a valley. The northern part is flat.

In the south, there are hills which cover most of the land.

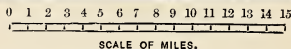
The streams and little rivers are also put into their places in the map. Lines, winding about like the running waters themselves, mark the courses of the streams.

Where you see a line for a river drawn on a map with a thin line near the hills, and a thicker line near the sea, you may know that the river itself is narrow among the hills and becomes broader as its waters flow on towards the coast.

EXERCISE:—Copy the map given in this lesson.

## A MAP.—TOWNS AND RAILROADS.

The towns take up a very small space on the map given with this lesson. There is no room for streets and houses. A little ring must serve to mark the place of a town.



Map of the Isle of Wight, showing Towns and Railroads.

The largest town in the island is not far from the middle; its name is Sunset.

Sunset is an inland town; boats can come up



to it from the sea, by the river. The water is not deep enough to float ships.

Most of the other towns are close to the coast. Avon is a pretty place, and is noted for the yachts or pleasure-boats which flit about the sea in the summer time, and find shelter in stormy weather.

Ferry-boats cross from Avon and from Vernon to the mainland on the north. On a fine day the trip is very pleasant, for the sea is smooth and glassy, and there is much to be seen on land and sea.

Castine and the hills round about are very pretty parts of the island. The town is built on the side of a steep hill facing the sea.

The houses stand in lines, one above another, so that the roofs of some are level with the door-steps of others.

The railroads are marked by broader lines than those which we used for roads. Roads are not often marked in maps of large spaces.

You have now learned how coasts, hills, streams, towns, and railways are marked on a map.

EXERCISE:—Copy the map and measure the distance of all the other towns from Sunset.

## A MAP SHOWING INLAND WATER.

In our view of the village there is a pond near the farm. Here we have a picture of a *very large pond* or lake; and a very pretty lake it is, too.



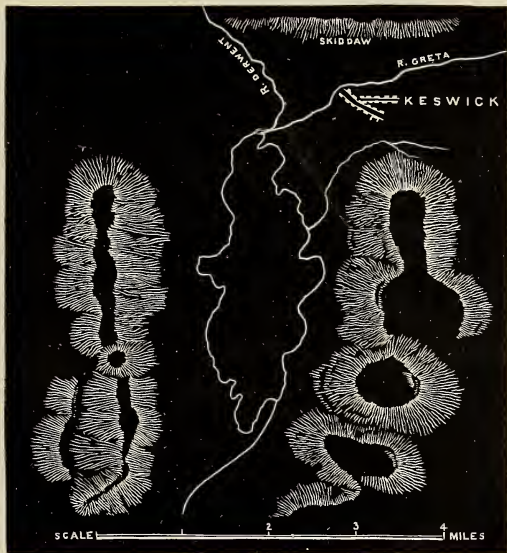
View of Lake.

This lake lies in a valley among high hills or mountains.

The coast or shore bends in and out, and is as crooked as the sea-shore. Tongues of land run

out into the water; nooks and bays are formed in the land.

Banks of trees line the shore. In the lake are



Map of Lake.

islets — little islands — grown over with trees and plants.

Boats go upon the lake to take people to see

the wooded banks and high peaks beyond the green islets and the bright clear waters.

A stream flows from the valley into the south end of the lake. This is the river Derwent.

This stream flows out at the north end of the lake and takes the water away to the north-west.

A short stream runs down from the hills on the east, bringing its waters into the lake.

To the north-east a town may be seen. This is Keswick, a place where many people go to live for a short time while they visit the lakes and hills.

Past Keswick runs a stream, the Greta, which flows into the Derwent just after that river has left the lake.

Now look at the map of the lake. The lake shore is drawn like the sea-coast. This time all *within* the coast-line is water.

The mountains and hills are marked in the same way as in the map of the island. The town is marked on the south side of the north-eastern stream.

Measure the lake; it is nearly four miles from north to south, and a little more than one mile from east to west.

EXERCISE : — Copy the map of the lake.



## THE RIVER.

Down the hills I tumble and roar  
Leaping and laughing all day ;  
Never once stopping until by the shore  
I am lost in the sea far away.

I glide by the rushes and gleam through the trees,  
The dark rocks rise high by my side,  
But I care not for them, I am bound for the seas,  
And downwards I flow in full tide.

Jack Frost tries to bind me with ice and with frost,  
And sometimes compels me to stay ;  
But my old friend the sun sets me free, and Jack Frost  
In icicles fast melts away.

Oh, a gay, careless life is mine all day long,  
As I roll over shingle and stone ;  
I sparkle, and gurgle, and break into song,  
With merriment rich in each tone.

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## A SCENE IN THE COUNTRY.

Very pleasant is the early morning walk in summer time, when the meadows are sparkling with dew, and the light clouds are rolling from off the hills.

The little stream flows through the grassy field; its waters leap and glitter in our sight. The bright flowers on the banks open their tender buds.

Very pleasant, too, it is in the fresh cool evening, to climb the hill which rises to the west of the village, and look down upon the streams and wood-lands, the village spires and the farm-houses, the green meadows and the fruitful fields.

The wind blows softly among the trees; the

sound of the village church bells is wafted to our ears.

Now and then a heavy wagon goes slowly along the road below. The load of stone is going from the quarry in the hill-side, and will be used for the walls of a house.

The bleating of the sheep is heard across the fields, and the birds are singing their cheerful songs.

I love to sit upon this spot to watch the early beams of the sun; or in the stillness of a calm summer evening to see him shed his parting beams across the broad waters of the river.

There I sit and look upon the village and the woods, meadows with their cattle, and fields in which the farm worker is busy with his toil.

He who is abroad at early dawn may see the mowers at their work before the break of day. They are cutting the rich crop of long green grass.

In a few hours, when the sun is high and warm, the hay-makers are busy in troops, tossing and turning the sweet grass.

If the weather continues fine, the wagon will be seen winding up the steep, stony road from the old farm in the hollow.



It is quickly filled, and the rick begins to rise; this is to be the store of winter food for horses and cows.

June is the sheep-shearing month. Beneath the hill, a green meadow faces the morning sun; a deep belt of aged trees keeps off the cold wind.



Sheep-washing.

Near the middle of the meadow is a pond of clear running water fed by a little stream that comes leaping and sparkling from the hill-side.

This is the shearing-place, and here the woolly



sheep are driven in turn from the farms round about.

They are washed in the running water, and then taken one by one to be shorn of their thick winter coat.

The wool is sold and taken to a mill where it is made into cloth for coats.

EXERCISE: — Copy a plan of your school, class-room, and play-ground.

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## A RAILROAD STATION.

What a busy place is a railroad station of a large town! How full of life and bustle and change!

The great clock on the outside of the building tells that the time is near for a train to come in and to go out. Hacks drive up to the door and the trunks they have brought are carried to the baggage-room.

The hacks join the long line or rank, and wait to take others to their homes.

Men, women and children hasten to the ticket-office to pay the money — their fare — and take their tickets.

The train comes in; the great engine slowly drags a long line of cars behind it.

Those people who are at the end of their journey are getting ready to come out, or are looking



A Railroad Station.

from the windows for friends who have come to welcome them.

The train stops and the brakemen call out the name of the place.

What greetings there are of long absent ones. There is a sailor, as happy as sailors always are

when they have a little time upon the land. The great bag in his hands has in it presents of strange things which he has brought from places across the sea.

The mail-carrier has brought bags of letters and papers from the post-office. He puts them in the train, and takes other bags with letters and parcels which have been sent from other places.

The out-going crowd passes onward. The bell rings, the people who wish to travel take their places. "Good-bye" is said at the doors of the cars, the conductor sees that all is right and waves his hand.

The steam horse shrieks and puffs in front of his heavy load, then quickens the pace, and all are away out of sight in a short time.

In one part of the station the freight trains are loaded. Here may be seen heaps of coal which have come from the mines, and timber from the woods.

All sorts of things are sent in trucks or cars. Horses are put into close cars; cows and sheep go into open cars.

EXERCISE: — Write the names of things to be seen at a railroad station.

## A MAP OF A FLAT COUNTRY.

The map before us marks the shores very plainly. The coast-lines are shaded; they have dark edges, so that we are sure not to mistake other lines for coast-lines.

We can see at a glance the border of the land, and the shape of the coast.

There are no mountains or hills marked upon the map; the country is flat.

A river, running down from the north-east, widens as it comes near the sea.

Near the river is a large town with the name Lan-cas-ter written against it. Other towns and villages are marked upon the map.

A square shows a large town, a ring marks a smaller town, and a dot marks a village. In some maps all towns are marked with dots, but when the dots or rings are not all of the same size you may know that they stand for towns of different sizes.

Roads join the towns and villages. Many lead to the large town of Lancaster, where the river is narrow and can be crossed by bridges.

A railroad passes by this large town. It runs from the south to the north, having branches to the north-east and towards the sea on the west. A railroad passes by Lancaster.



Map.

A broad line also goes from south to north. It is too straight for a river, and yet it is unlike the road and railway lines.

It marks a canal—a very large trench or ditch

which men have dug to float boats and barges for carrying loads from place to place.

A bird, high up in the air, or a man in a balloon, looking over the country around Lancaster, would see the shape of land and sea thus:



Remember that where the map differs from the view, it is because the map gives the true shape, while the picture gives the shape as it appears when looked at from a distant point.

EXERCISE. — Copy the map, or draw lines to show the direction of any roads, railway, coast, or river in your neighborhood.

## A BUSY CITY.

After my stay in Boston, I wanted to go north to the land of mountains and lakes.

Taking the train, we came to Lawrence, one of the cotton cities—a place full of mills, where cotton is spun into yarn, and woven into cloth for clothing.

It was a mild summer day when I stood upon one of the tallest buildings, with my eyes fixed on the wide view on all sides around me. The city itself, with its houses of brick, was spread out at my feet.



Cotton Plant.

In the distance were fields and woods, fresh and green in the summer air, with the bright blue sky above them.

My gaze followed a thin line of smoke which streamed through the air. It marked the way of a train along a railroad which goes north.



Turning to the south, I could see the river, which wanders - slowly and quietly through the valley.

Towns and villages were to be seen here and there. The thick smoke which rose from many of them showed that they were busy places.

From my place on the building I could overlook a large extent of country, which showed me how much man does to alter the face of the land.

He builds houses, work-shops, and mills. He tills the land, and fences it in from the cattle.

He makes roads and railways, and cuts canals for use as water-courses. He covers the surface of the deep waters with ships and boats, which flit here and there, doing his bidding.

EXERCISE : — Write the names of the chief points of direction.

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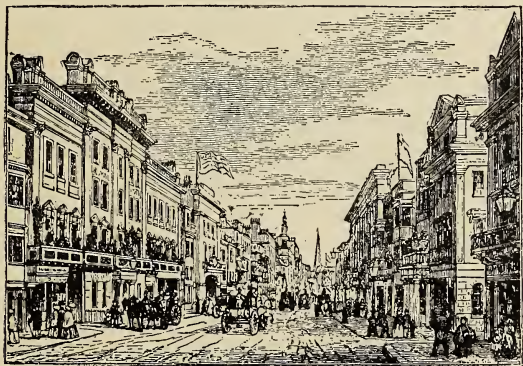
## A STREET IN A TOWN.

The longest street in our town is named High Street. It runs in a long line east and west, and has many streets like branches from it, to the north and to the south. The houses on each side are in rows; their walls are the border to the street.



The streets, for horses and carts, are hard and smooth. The highest part of the road is in the middle; the sides slope to let the rain run off. The horses keep to the right-hand side in passing up and down the road.

On each side of the street is a broad pavement of brick or concrete, for people on foot. Those



A Street in a Town.

who walk on the pavement ought to keep to the right-hand side.

Crossings are made, and kept clean, from one side of the road to the other. Between the road

and the pavement on each side, is a drain to take away the water which flows down.

Gas lamps or electric lights, stand by the roadside; they light up the town at night.

Most of the houses have stores full of things for sale. The tradesmen, who own the stores, fill the window with such things as they sell.

Let us look in at the open front of the fish store. We are far away from the sea, but here are many kinds of fish, which have been sent from the coast to our town in a railroad train.

Here is another store, where plenty of cool air is wanted; sheep and oxen, skinned and ready to cut up for cooking, hang in the open window and at the door-way.

The meat has come from the farms in the country, or from the far west. The farmer sells his sheep and cattle to the butcher.

The open door of the grocer's shop reminds us how many go in to buy tea and sugar, plums and spices, and other things which come from far-off lands.

A window, full of clocks and watches, silver tea-pots and dishes, gold rings and gems, is a pretty sight.

The jeweller keeps the door of his store shut; his goods are costly and must be looked after with care. Where does he get the gold and silver which he uses?

Perhaps more people stop to look at the clothing than the gold in the shop-windows. The cotton, the silk, and the wool, the hats and dresses, are useful things which none can do without.

I wonder how many people have to work to make our clothing for us?

I might tell you of the stores for toys, tools, fruit, flowers, shoes, baskets, bread, cakes, and many more things, of the markets for grain and for cattle, of the post-office to be seen in our High Street.

But I have shown you that there is much to see and learn in a walk through a street.

EXERCISE: — Write the names of some things to be seen in the store-windows of a town.

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## GEOGRAPHY.

What can you tell me about the place where you live? Is it among the green fields and gardens, the farm-houses and broad, open lands?

Or is it where many houses and stores are built in rows and clusters? Are there a few open roads round about, or are there many close streets?

Do you live in the open country or in a village, or in a town?

Is it near the sea, or is it inland? Can you walk from your home down to the seashore, and play among the sands, or pick up shells and seaweed upon the shore, or swim among the waters?

Are the roads level or steep? Is the ground flat or hilly? Have you a long walk to school? Which way lies your home—north, south, east, or west?

Are there any railroads? If there are, perhaps you have been in a train, and can tell to what place you were taken.

There may be streams of water near, upon which boats make their way.

Boys also float their tiny vessels in the running water, and can tell in which direction it flows.

What kind of work is done by the people among whom you live?

Do they till gardens and corn-fields, or tend

cattle, or work in shops or mills, or toil under the ground in mines, or sail upon the water in ships and boats?

To be able to tell all about these things, you have only to take walks, and to use your eyes when you are walking.

You will soon learn that the land is of many kinds and shapes, each of which has its own name and uses to man.

If you will do this you will teach yourself, in the very best way, what is called the GEOGRAPHY of the place in which you live.

I am sure you have learned a little of it without knowing that this kind of learning is called by the hard name, Geography.

EXERCISE :—Answer as many as you can of the questions in this lesson.

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## HOME GEOGRAPHY.

The best place to begin to learn geography is round about your own home.

When you have learned a little about the shape and size of your school, you will be able to draw

a plan of it. Then the play-ground and the road or street close by will tell you other things if you view them with care.

A walk, if it is only as far from home as you can go in an hour, will bring before your eyes many things from which you may learn geography.

A ride of a few miles will teach you other things, for wherever you go you will find something new to look at and something fresh to learn.

All children, and men and women too, are pleased to see lands which they have never looked upon before, and the more you try to learn about a new part of the country the more pleasure it will give you.

How can you, who are too young to go far from home, learn much about distant places?

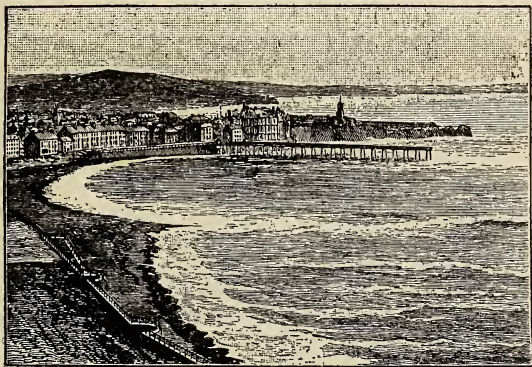
Pictures will teach you a great deal; they show, in a small copy, views of sea and land, houses and trees, and all sorts of living things.

When you are old enough to understand them you will like to look at pictures of scenes in far-off lands—dwellings unlike our own, strange plants, birds, beasts, and men.

You have begun to learn what maps are and

how to use and make them. You will find that you can learn many things in geography from them which pictures cannot tell you.

It is very hard to make a picture of a large piece of land; shapes, sizes, and directions of



Dwellings by the Sea.

places are most often to be best learned from maps.

But the best way to begin this kind of learning is to see with your own eyes all you can of the place where you are living. Afterwards, you may learn what others have seen in distant places.

When you are able to tell strangers about the geography of your own home, you will be better able to understand what they say about the geography of far-off lands.

REMEMBER :—Geography tells us about places and people.

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### ALL THINGS BRIGHT AND BEAUTIFUL.

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.

Each little flower that opens,  
Each little bird that sings,  
He made their glowing colors,  
He made their tiny wings.

The rich man in his castle,  
The poor man at his gate,  
God made them, high or lowly,  
And ordered their estate.

The purple-headed mountain,  
The river running by,  
The sunset, and the morning  
That brightens up the sky,



The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them every one.

The tall trees in the greenwood,  
The meadows where we play,  
The rushes by the water,  
We gather every day ; —

He gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well.

— *Mrs. Alexander.*

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## SONG OF THE SEASONS.

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BY LIZZIE M. HADLEY.

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*First Child*—

Sing a song of winter,  
Ice and snow-flakes bringing ;  
Out upon the frosty air  
Hear the sleigh-bells ringing.

*Second Child—*

Sing a song of spring-time,  
Of sunshine and of rain ;  
Grass and budding flowers  
Start to life again.

*Third Child—*

Sing a song of summer,  
Glad vacation's coming ;  
Down among the clover-blossoms,  
How the bees are humming.

*Fourth Child—*

Sing a song of Autumn,  
Nuts are dropping down ;  
All the trees are leafless,  
Fields are bare and brown.

*All—*

So we little children  
Sing the season's song ;  
Winter's days are short and dark,  
Summer's bright and long.

But when the days are darkest,  
And wintry winds are heard,  
We mean to fill each moment  
With some kind act or word.

## AWAY UP IN THE MOUNTAIN.

Away up in the mountain,  
A brooklet runs along :  
It sparkles like a fountain,  
It sings a merry song ;  
It dashes down the hillside,  
And then into a pool,  
As restless as a schoolboy,  
When with his books at school.  
Brooklet of the mountain,  
Ripple on your way,  
Like a sparkling fountain,  
Ripple every day.  
Ripple, ripple, ripple every day,  
Ripple, ripple, ripple every day.

Say, tell us where you come from,  
You pretty little brook ;  
And tell us where you're going  
With such a merry look.  
You dance all through the sunshine,  
And when the world's asleep ;  
Come, tell us all about it :  
The secret we will keep.  
Brooklet of the mountain,  
Ripple on your way,  
Like a sparkling fountain,  
Ripple every day.

Ripple, ripple, ripple every day,  
Ripple, ripple, ripple every day.

Well, if you will not tell us  
Because we are so young,  
Come back when we are older,  
And sing your sweetest song.  
We'll wait for your returning,  
We'll leave you with a sigh;  
O brooklet, don't forget us,  
Sweet friend, good-bye, good-bye.  
Brooklet of the mountain,  
Ripple on your way,  
Like a sparkling fountain,  
Ripple every day.  
Ripple, ripple, ripple every day,  
Ripple, ripple, ripple every day.

---

Fair seem these wintry days, and soon  
Shall blow the warm west winds of spring  
To set the unbound rills in tune,  
And hither urge the bluebird's wing.  
The vales shall laugh in flowers, the woods  
Grow misty green with leafing buds.  
And violets and wild flowers sway  
Against the throbbing heart of May.

*Whittier.*





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